

## **GCSE (9–1)**

### **History B (Schools History Project)**

#### **J411/81: The First Crusade, c.1070-1100**

General Certificate of Secondary Education

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2021

## 1. Annotations

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
✓ 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
~~~~	Extendable horizontal wavy line

## 2. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Section B: The First Crusade, c.1070 - 1100

<b>Question 1 – 7 marks</b> <b>What can Source A tell us about the concerns of Christian leaders in Europe about events in the Holy Land at this time? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b> <b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (6–7 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	<i>Valid features that answers could identify include:</i> <ul style="list-style-type: none"> <li>• <b>Surface features</b> (L1) – letter from a Pope asking for help / response to attacks on Christians / the pagan people were terrible people</li> <li>• <i>Inferences from the source's content</i> (L2) – destruction of Christians has taken place over a wide area / many have been killed / duty to take revenge / need to aid the Christian Empire.</li> <li>• <i>Inferences from the source's purpose/tone</i> (L3) – this was to be a holy war to get the land back / to take revenge for the killings of Christians / it is a call to arms for a holy war / to persuade Henry to support a war in revenge against the dangerous Christians / note the use of the bible quote to show how such a war would be justified in the eyes of God. The source tells us that the Pope needed support because he is trying to persuade others by underlining violence against Christians, or (the source tells us about Gregory's beliefs about Holy War because he is trying to persuade men to join a holy war.</li> </ul> <i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: the letter is very similar to Urban II's call to arms at Clermont – shows difficulty the Pope had in raising an army</i>
<b>Level 2 (3–5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	<i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians. These could include the purpose of the source as outlined above.</i>
<b>Level 1 (1–2 marks)</b> The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	<i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 2 – 15 marks</b> <b>How useful are Interpretation B and Sources C and Interpretation D for a historian studying the battle of Ascalon in August 1099? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b> <b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<i>Analysis of the sources and interpretation could identify features such as:</i> <ul style="list-style-type: none"> <li>• <i>Surface features of sources (L2) – eg C and D both show animals were on the side of the Crusaders. B is useful because it tells us how the Crusaders won the battle and the importance of it in securing Jerusalem. : B and D are useful because it shows how the Franks were horribly violent against the Fatimids and C is useful as it shows how the Crusaders had God on their side.</i></li> <li>• <i>Inferences from the content of the sources (L3 and L4) – the belief from D that God was on their side and is credited with the victory showing the devotion of the men. B and C agree that that the Crusaders were heavily outnumbered yet must have been well-organised to win. The bloodshed seen at Jerusalem in July 1099 was repeated here showing the Crusaders were not unafraid of mass slaughter.</i></li> <li>• <i>Inferences from the sources' nature or purpose (L5),- Source C may seek to glorify God and show that the Crusaders had him on their side - and not describe to the Pope the brutality of the killings at Ascalon shows the revenge they took: Source D shows the importance of the battle being celebrated many years later. Source B suggests the Crusaders were still not united under one leader and therefore the battle was not a complete success. The difference in the numbers mentioned: C is clearly keen to show how great the Crusaders were whilst B may offer more realism about the numbers the Crusaders faced.</i></li> </ul>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	

<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<ul style="list-style-type: none"> <li>Understanding of appropriate characteristic features could include:</li> <li>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include (L5) – the theme of glorification of the crusaders in both C and D; the nature of the violence being brutal on the Fatimids. The recent work on the crusades portrays the capture of Jerusalem as a very violent event. Source C being a contemporary account and mainly focusses on the importance of God in securing victory.</li> </ul>
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	<ul style="list-style-type: none"> <li>Developed comments on how purpose or nature of sources make them more useful (see L5 comments above).</li> <li>Less well developed comments will probably include –</li> <li>(L3) Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.</li> </ul>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<ul style="list-style-type: none"> <li>(L2) Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, eg D was painted a long time after the event and C maybe someone who wants to justify the actions of the crusaders. Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about when the battle was</li> </ul> <p>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</p> <p>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</p>

<b>Question 3* – 18 marks</b> <b>'The men of the First Crusade were motivated by the promise of Urban II that that sins would be forgiven'. How far do you agree with this view of The First Crusade, c. November 1095 – December 1096?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both evidence to support and to challenge the statement.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation (reasons for joining the crusade), and diversity amongst reasons for different crusaders but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing may include: - the promise of absolution from sin, Pope Urban's own words 'for devotion only, not for honour or money'. The fear of purgatory / hell. A time of suffering could make them pure enough for heaven. A pilgrimage could reduce the amount of time spent in purgatory. Inspiring religious words from people such as Peter the Hermit.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing may include: Economic or material gain – landless sons travelled in the hope of new lands (especially the case with Knights), the hope of making a new life (especially for peasants), there was a large cost to crusading that many could only afford because they were rich. Political / legal reasons – interest on debt cancelled or just to escape punishment, the hope to gain plunder abroad for themselves or their Lord and the general nature of violence in Europe at this time,</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on	

the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
-------------------------------------------------------------------------------------------------------------------------------------------------	--

**0 marks**

No response or no response worthy of credit.

<b>Question 4* – 18 marks</b> <b>'The assistance of Alexios I was the main reason the crusaders were able to cross Asia Minor between December 1096 and October 1097'. How far do you agree?</b>	
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> AO2 Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	Notes and guidance specific to the question set
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5 this must involve considering both evidence to support and challenge the statement.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation (reasons for the successful crossing) and consequence of how Alexios helped but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing may include: the advice from Alexios proved invaluable such as the route across Asia Minor identifying challenges (poor roads) but also opportunities such as local Turkish Lords would be unlikely to leave their lads to help defend neighbours. Alexios' tactic at Nicea, i.e. negotiating with the Turks by offering them protection and gifts if they surrendered, which they did. Also his maintenance of order after their defeat by shutting the Franks out so they could not plunder the city</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing may include: Alexios did not travel with the crusaders so they were left to their own devices. The capture of Nicaea and the victory at Dorylaeum were both crucial and achieved without the help of Alexios. The crusaders were able to move deep in to Asia Minor relatively untroubled by the Turks. Kilij Arslan had travelled east, leaving Nicaea defended by just a few thousand Turkish troops; successful use of siege equipment at Nicaea;</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	

<i>The information is communicated in a basic/unstructured way.</i>	<i>help/supplies from the Armenians liberated.</i>
<b>0 marks</b> No response or no response worthy of credit.	

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**  
Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored